

Programme 108.†

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(April to July, 1927.
(September to December, 1927, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM II. (A and B).

PUPILS' NAMES.....

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Bible Lessons.

The Bible text must be read and narrated without
interruption.

A & B *Joshua and Judges*, by Dr. Paterson Smyth, Part I.,
lessons 9 and 10, Part II., lessons 1-6 (A.P.C.K., 1/6).
[Suitable parts from *Joshua* 22-24, *Judges* 2-7 and
11.] Teacher to study Lesson (from Paterson Smyth)
to bring the passage home to the children, adding com-
ments if necessary.

St. Luke's Gospel, chapters 17-24.

Sunday Reading (optional) :

A & B (a) *The Children's Year* (Church Seasons), by the Rev.
G. R. Oakley (S.P.C.K., 3/6). (b) S.P.C.K. *Bible Atlas*
(1/-). (c) *Helps to the Study of the Bible* (Oxford
Press, 3/6). (d) *The Book of the Long Trail*, by Sir H.
Newbolt (Longmans, 2/6), pp. 118-171.

A (e) *The Story of the Life of Mackay of Uganda*, by his
sister (Hodder & Stoughton, 5/-), or, *From Log Cabin*
to White House, by W. M. Thayer (Oxford Press, 2/6).

B (e) *Legends of the Sun and the Moon*, by M. Procter
(Harrap, 1/3), pp. 1-78. (f) *The Last Abbot of Glas-*
tonbury, by A. D. Crake (Mowbray, 3/6). (g) *Letters*
to my Grandson on the World about him, by S.
Coleridge (Mills & Boon, 2/-).

Sunday occupations :

† The 108th term of work set since the Parents' Union School began.

A *The Book of Centuries*. (Notes by Miss Bernau, P.N.E.U. Office, 4d.).

A & B Mottoes and texts written in beautiful lettering on good paper (see "Bridges").

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1927). For hymns: *Songs of Praise* (Oxford Press, 2/6, or 6d.), or, *The Church and School Hymnal* (S.P.C.K., 1/6, or with music, 3/6). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

A & B *A New Handwriting** (is not script; very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *Henry VIII*, or from Poetry Books set. Two perfectly written lines every day.

Dictation.

A & B Two pages at a time to be prepared carefully, then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and natural history. Words not known to be visualized (see *Home Education*, pp. 240-243).

Composition (written or oral narration daily after each lesson).

A Stories from work set in (a) History and Reading, (b) verses on events of the day, etc., in the metres of poems read. Read from well-written papers,

B Stories from the term's reading. Children in B who cannot write easily may narrate part.

English Grammar (see N.B. 3.)

Parse and point out Subjects, Verbs, Objects, every week, making progress each term.

A & B *The Parts of Speech and their Uses**, by H. W. Household (Macmillan, 1/9), (A), pp. 61-84. (B), pp. 15-27.

A or, (2nd year, for quick revision), *A New English Grammar**, by R. B. Morgan (Murray, 2/-), pp. 11-40, with additional exercises from *Exercises in English Grammar**, by R. B. Morgan (Murray, 1/9), or continue.

English History.

A & B *A History of England**, by H. O. Arnold-Forster (Cassell, 8/6), chapters 35-40, inclusive, pp. 267-332 (1485-1553).

Teacher will find useful Quennell's *A History of Everyday*

Things in England, Part IV. (1500-1599), (Batsford, 3/-).

Take the Home and Classroom section of *The Times*: order direct from *Times* Office (6/- yearly).

French History.

A & B *A First History of France**, by L. Creighton (Longmans, 5/-), pp. 134-157 (1483-1547).

General History.

A *The Ancient World**, by A. Malet (Hodder & Stoughton, 3/6), pp. 1-30.

Keep a Book of Centuries (P.N.E.U. Office, 1/9, or, better, 2/6, see notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General).

Visit The British Museum or local museum: Egyptian Art, see *Ancient and Medieval Art*, by M. W. Bulley (Methuen, 10/6), lessons II. and III. (with post cards, p. xxi.). British Museum *Guide to the Egyptian Collections* (Oxford Press, 2/6); British Museum Postcards, series 33-36 (Oxford Press, 1/- each).

Citizenship.

A North's *Plutarch's Lives: Alcibiades** (Blackie, 10d.). Smith's *Classical Dictionary* (Dent, 2/6). *Classical Atlas*, (Dent, 2/6). *The Citizen Reader**, by H. O. Arnold-Forster (Cassell, 2/6), pp. 190-224, 1926 edition (overseas members see *Overseas Leaflet Q*).

B *Stories from the History of Rome**, by Mrs. Beesly (Macmillan, 2/6), pp. 130-189.

N.B.—*The Complete Citizen*, by R. Wilson (Dent, 2/6), pp. 61-103, may be continued.

Geography.

"Ambleide" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps. All Geography to be learnt with atlas. Philips' *Modern School Atlas of Physical, Political and Commercial Geography** (7/6): ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers (see under History).

A & B *Asia*, by N. B. Allen (Ginn, 4/6), pp. 143-237 (Siberia, Central Asia, Iran), or, *The Counties of England, Ambleside Geography Book III.** (Kegan Paul, 4/-), pp. 83-122.

A *Round the Empire**, by Sir George Parkin (Cassell, 2/6), pp. 97-122.

A *Our Sea Power**, by H. W. Household (Macmillan, 2/-), pp. 94-116, or, *Hakluyt's English Voyages** (Marshall, 3/-), pp. 191-232.

Natural History, etc.
A *Life and Her Children**, by Arabella Buckley (Macmillan, 6/-), pp. 233-268.

B Kingsley's *Madam How and Lady Why** (Macmillan, 4/6, or, Dent, 2/-), chapters 3 and 4.

¹ Overseas members see special leaflet.

A & B *The Sciences*,* by E. S. Holden (Ginn & Co., 3/9), pp. 110-147: children should make experiments where possible, or, (2nd year in II.A), *Wireless*,* by C. R. Gibson (Blackie, 1/3), pp. 39-73. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may be used. Keep a Nature Note-book (P.N.E.U. Office, 5d.; see *Home Education*, pp. 54, 55). Make special out-door studies according to the season and climate, with drawings and notes, e.g., flowers, butterflies, the eclipse, etc. *Countryside Rambles*, by W. S. Furneaux (Philips, 2/6), may be used.

Picture Study.

A & B Reproductions* of six pictures by Botticelli (P.N.E.U. Office, 2/-). See April *Parents' Review*, also *Home Education*, pp. 307-311.

French 2 (see N.B. 3).

A & B *Cours de Français, Méthode Orale*,* Book 2, by F. Thémoin (Hachette, 2/6), (A), pp. 90-100; (B), pp. 15-26. Optional (for narration) *Le Savetier des Fées** (Blackie, 6d.). Teacher will find useful for conversation *French Oral Practice*, by C. H. Leather (Dent, 1/9). *Frimousset au Collège et en Vacances*, by Jabonne et Pinchon (Evans, 1/-), may be used.

Recueil de Poèmes,* Vol. I., by J. Molny (Blackie, 6d.).

French Songs, by Violet Partington (Dent, 1/-).

Latin (see N.B. 3).

A First year: Scott and Jones' *First Latin Course** (Blackie, 2/6), continuous passages to be followed by narration.

Sections 17, 22, 25, 29, 32, 34; 16A, 21A, 29A, 32A, 34A; Vocabs. 16-36. Declensions of "servus," "ager," "bellum" (pp. 124, 125).

Second year; *Gradatim*,* (Longmans, 2/-), Translations 13, 14, 17-20 for narration, with necessary grammar from Dr. Smith's *A First Latin Course** (Murray, 4/-), e.g. Sections VI. and VII A: Present Indicative Active of "rego" and "audio."

Arithmetic (see N.B. 3).

Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 4d.).

A *A New Junior Arithmetic*,* by H. Bompas Smith (Methuen, 2/6), pp. 58-60, 124-134. Revise Tables.

B *A New Junior Arithmetic*,* pp. 1-83, or, continue. Much care with tables and rapid oral work. For additional examples see Nelson's *Arithmetic Practice*, Teacher's Book, Part III. (1/3), Part IV. (1/3), or, V. (1/4).

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

* Schools may substitute the national language.

Geometry or Algebra (2nd year in II.A). (See N.B. 3.)

A *Shorter School Geometry*,* by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 14-29; or, *A School Algebra*,* by H. S. Hall (Macmillan, 3/6), pp. 9, 17-19, 22-25. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Drawing.

Teacher should consult: *Drawing, Design and Craft-work*, by F. J. Glass (Batsford, 12/-). Flowers in brush-drawing. Studies of outdoor animals and pets (rabbits, goats, chickens, etc.). Original brushdrawings from scenes in books set for reading. Memory drawings. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 2/6)*: pencil should not be used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

A & B (a) Two suitable passages of about twelve verses each from *Judges*, e.g., ch. 7, and from *St. Luke's Gospel*, e.g., ch. 24, (b) Psalm 95, (c) one hymn, and (d) one of the following:—a scene from Shakespeare's *Henry VIII.*; fifty lines from *Lyra Heroica** (Macmillan, 3/6), or, from Scott's *Marmion*, Canto VI. (complete poems, Oxford Press, 3/6).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualized every day.

Shakespeare's *Henry VIII.** (Blackie; Plaintext Edition, 6d.).

A Read from Scott's *Marmion** (Oxford Press, 3/6). Scott's *Monastery* (Dent, 1/6). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 333-364. *The Dove in the Eagle's Nest*, by C. M. Yonge (Dent, 2/-), (holiday reading).

B *The Prince and the Pauper*,* by Mark Twain (Chatto & Windus, 3/6), or, *Without Fear and Without Reproach* (Bayard), by F. Harvey Darton (Wells, Gardner, Darton, 1/6). *The Heroes of Asgard*,* by A. & E. Keary (Macmillan, 4/6), pp. 163-211.

Musical Appreciation.

Chopin and Haydn, see under "Our Work" (May P.R.).

Music.

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6).

Singing.

The National Song Book, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, * complete with music 6/-), or, *The Pocket Sing-Song Book*, words and music (Novello, 1/6). Unaccompanied singing: three songs from *A Book of British Song*, edited and arranged by Cecil Sharp (Murray, 2/-), and see *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). Three French songs: *Voyez Comme On Danse* (P.N.E.U. Office, 4/6), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 11 and 12, inclusive (*Curwen & Son*, 2/6); *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 28-34 (*Curwen*, 3/-).

Drill.

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Children's Singing Games*, by A. Gomme & Cecil Sharp, Set 1 (Novello, 1/-). *Scandinavian Dances*, Series II (Ling Association, 11d.). Ex-Students take House of Education Drills. Teacher may find useful *How to Teach School Dances* (Evans, 4/6). Cricket, tennis.

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Help in house or garden. *A Manual of Claymodelling*, by H. Unwin (Longmans, 4/6), make six models. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Sloyd: *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make four models: (Materials from Philip & Tacey Ltd., Fulham, London, S.W. 6.), Ambleside students take House of Education Models. Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help the "Save the Children Fund," address: 24 Langham Street, London, W.1.

N.B. 1.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, but more work must be expected from A. Children should be two years in II.A (average ages, 10 and 11).

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office).

N.B. 3.—In grammar (English and foreign) and in mathematics there must be no gaps. Pupils must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 4.—Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 6.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 5/- each, and Cambridge paper for Examination, 1/- for 4 quires (not less) single, double lines and squares: special clipped book post envelopes, 4d. for 3. Drawing paper, 20 sheets for 6d. Drawing Books, painting paper (9d.). The School Badge (silver, 4/-, metal, 9d.). Book Plates, gummed and ungummed (25 for 6d.). School Hat Band (2/3), and Ribbon (2 inches wide 2/2 a yard, 3/4 inch wide, 1/3). Ties (1/3 cotton, 3/3 and 2/6 silk). P.U.S. Monogram Badges (9d.) for boys' caps. Badges stencilled in washing colours on pale blue linen may also be obtained (4/- unmounted, 6d. mounted). P.U.S. Prayer and Hymn (1d.).

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

FORM II., (A. & B.).

PUPILS' NAMES.....

Bible Lessons.

- I. A & B 1. Describe the battle of Mount Tabor. Can you quote any of the verses that Deborah sang about it?
2. "The Lord is with thee, thou mighty man of valour." Describe the interview between the angel and Gideon.
A 3. "And the children of Reuben and the children of Gad called the altar Ed." Give an account of the misunderstanding that arose about this altar. What lessons may we learn?
- II. A & B 1. On what occasions were the following words used? (a), "Were there not ten cleansed?" (b), "What shall I do to inherit eternal life?" (c), "To-day I must abide at thy house." (d), "Occupy till I come." Tell the whole story in two instances.
2. Describe our Lord's entry into Jerusalem.
A 3. Give a short account of (a), the preparation for the Passover, (b), the strife that followed amongst the disciples.

Writing. (Writing is also considered separately in each answer.)

Write A, (4), B, (2), lines of poetry from memory.

Dictation (unprepared) (Spelling is also considered separately in each answer).

Arnold Forster's *History of England*,—(A), page 740, the lines from *Endymion*; (B), page 398, the verse by Tennyson.

Composition. (The subjects in the first two questions are all taken from the Programme.)

- A & B 1. Narrate (a), your favourite scene from one of the following,—*The Monastery*, *Henry VIII.*, *The Prince and the Pauper*, *Marmion*.
A 2. A short account in prose or verse (which must scan) about one of the following,—Thor, Freyja, Captain Scott, Mackay of Uganda,
or, 2. A short account of (a), the eclipse, *or*, (b), the return of the Duke and Duchess of York.

English Grammar.

- A 1. Analyse, parsing the words in italics,—
“Don Diego de Ordonez
Sallied forth in front of all,
And shouted loud his challenge
To the wavers on the wall.”
2. Give some examples in sentences of four different kinds of adverbs. Name each adverb and show how it is formed.
3. Write four sentences containing (a), attributive adjectives, (b), predicative adjectives.
or, 2. Make three sentences containing adverbial phrases; explain what work each phrase is doing.
3. Make a simple sentence. Add to it two subordinate clauses, (1) a substantival, (2) an adjectival.
B 1. Make a sentence containing a subject and an object. Add suitable adjectives telling more about each.
2. Say all you can about the two verbs in the verse above.

English History.

- A & B 1. Mention some of the difficulties which beset Henry VII. when he came to the throne, and describe one of the two great rebellions against him.
2. Write a short account of Cardinal Wolsey, showing that he made a wise use of his wealth, but that he was “unsatisfied in getting.”
A 3. Who was Edward VI.? Give a brief account of his reign.

French History.

- A 1. Describe the expedition of Charles VIII. to Italy.
2. What do you know of two of the following,—(a), The League of Cambrai, (b), the battle of Marignano, (c), the sack of Rome in 1527?
B 1. Tell what you know of two of the following,—(a), Bayard, (b), Charles V., (c), Francis I., (d), Louis XII.

General History.

- A 1. “Egypt is the gift of the Nile.” Explain fully, and write a short account of the Egyptian scribe.
2. What drawings have you made in your Century Book this term in connection with Egyptian history? Write notes on two of them, with drawings.

Citizenship.

- A 1. Alcibiades with all his “great courage and quickness of understanding had many great faults and imperfections.” Tell a story to illustrate (a), his courage, (b), his envy (of Nicias).
2. What do you mean by saying that England is a free country? Show that freedom does not mean just doing what we like.
or, 2. Give a short account of “the school in history.”
B 1. “Publius Decius loved his country better than himself.” Tell the story.

Geography.

- A 1. Describe, with a rough sketch map, a journey on the Trans-Siberian railway.
2. Mention some distant outposts of the British Empire which can be visited in a journey from Canada to Australasia. Give some account of one of them.
3. Give a brief account of (a), Anson’s voyage round the world, *or*, (b), the “voyage of the Delight to the Strait of Magellan,”
or, A & B 1. Give a map of Worcestershire, putting in the boundaries, towns, and a river. Describe the vales of Worcester and Evesham.
B 1. Describe a journey in Persia, saying what you would see (a), along the road, (b), in a Persian village.
2. What do you know of (a), the scenery, (b), the native people, (c), the hot springs of New Zealand?

Natural History.

- A 1. Describe the life history of a butterfly, writing notes on any butterflies you have watched.
2. Describe and explain two experiments you have made in electricity. How does an electric bell work? Diagrams,
or, 2. Explain fully (a), how a sailor at sea can find out if his chronometer is giving Greenwich time, (b), how a message from the earth reaches an airman.
B 1. Explain what happens when we hear the sound of (a), a bell, (b), a violin, (c), a song, (d), a bee humming.
2. Describe the inside of a volcano, and say what happens when an explosion takes place. Name two volcanoes, and say where they are.

Picture Study.

Describe Botticelli's "Tobit and the Angels."

French.

- A 1. Write an account in French of (a), a winter's day, or, (b), Une Catastrophe (see picture on p. 91, Thémoin).
2. What changes must be made in sentences 1-10 on p. 97 (Thémoin) to show that the action took place a week ago? Rewrite these sentences (verbs in margin should be covered).
- B 1. (Oral.) Describe in French a morning's shopping, visiting a grocer and a fruit shop.
2. (Written.) Write a French sentence about something which happened (a), two months ago, (b), this week, (c), last year, and about what may happen, (d), next week, (e), in two weeks' time.

Latin.

(First Year.)

1. Decline with meanings the singular of "servus," the plural of "bellum."
2. (a), Translate Scott & Jones, § 29, lines 1-5 (to "Crassivident"), (b), write Latin narration of (a).
3. Translate: (1) The Romans put the Gauls to flight.
(2) He sees the eyes of the horse. (3) The eagle does not catch flies.

(Second Year.)

1. Decline "nauta magnus," with meanings in the singular, Latin only in the plural.
2. (a), Translate Gradatim, § 17, lines 1-7 (to "pedes"), (b), write Latin narration of (a).
3. Translate: (1) The women give many roses to the good girls. (2) The slaves hear the shouts of the masters. (3) The queen has the sharp sword of the leader.

Arithmetic.

- A 1. What does a man gain per cent. if he sells for a guinea what he bought for £1?
2. Find the Simple Interest on £217 : 10 : 0 for 3 years at $2\frac{1}{2}\%$.
3. Work the following mentally and write the answers only:—1 doz. balls at 3d. each, at 4d. each, at $5\frac{3}{4}$ d. each; 20 penknives at 5/- each, at 6/6 each, at 7/9 each.
- B 1. A man buys 6 horses at £74 each. How much has he left out of £1000?
2. How many penny bus rides could you get for £1 : 3 : 7?
3. A room is 20 feet long and 18 feet broad. How much foot?

Geometry.

1. Draw a straight line AB $3\frac{1}{2}$ inches long. At A make an angle of 62° , at B an angle of 44° . Measure the angle at which the arms cut.
2. With a ruler and set square draw through a given point P a straight line parallel to a given straight line AB. Draw a pencil line round each instrument in its original and in its final position.

or, Algebra.

1. If $a=5$, $b=4$, $c=1$, $x=2$, $y=8$, find the values of (i.) $3ab$, (ii.) $2b^2$, (iii.) $5c^2x$, (iv.) $4cx^2$, (v.) $\frac{5y}{ab}$
2. Add together: $3a - 7b + 6c$; $-2a + b - 6c$; $a + 6b - c$.

Drawing (with brush and in colour).

1. An original illustration for a scene from (a), the life of Alcibiades, or, (b), Marmion, with a title.
2. A flower (wild if possible) from nature.

Musical Appreciation.

What music by Chopin or Haydn have you heard this term? Describe one of the compositions.

Recitations.

Father to choose a hymn, a poem, a ballad, or a scene from Henry VIII., and two passages from the Bible Lessons.

Reading.

Father to choose unseen passage.

Music.

Examine in work done and report progress.

Singing.

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.

Drill, before parents.

Work.

Outside friend to examine, but list of handicrafts completed to appear in Parents' Report.

The Summer Examination is optional.—Parents and teachers examine all the work, written and otherwise, and send in their reports only. No work to be sent up. Summer Reports

(only) to be posted to the Director, Parents' Union School,
Ambleside.

Examination to occupy a full school week.

Reports are enclosed to be filled up by parents or teachers
on all subjects. Names, *in full*, ages and classes to appear on
the Reports. Schools and Classes should state the number of
children working in each Form.

For scale of marks to be followed in all subjects see head
of Report Forms.

N.B.—Members are asked to state on the Parents' or Teachers' Report
Form (*a*), how the pupil has worked during the term; (*b*), if there has
been any handicap on account of illness during the term; (*c*), the reason
for the omission of subjects in the examination.